



THE TRANSFORMATION OF PESANTREN TAHFIDZ AL QUR'AN EDUCATIONAL MANAGEMENT

Agus Priyatno

Pesantren Yanbu'ul Qur'an Arwaniyyah Kudus

aguspriyanto@gmail.com

Abstract

The research purpose is to describe the transformation of education management which focus is on memorizing Al Qur'an in Jawa Tengah. The research is qualitative of ethnographic approach to observe the Pesantren Yanbu'ul Qur'an Arwaniyyah Kudus in Central Java which had been conducted in 2016. Data were collected by a series of observations, in-depth interviews and document analysis and archival research. The uniqueness and the consistency in memorizing Al Qur'an can be clearly seen from a series of transformation to the learning system such as its curriculum, methods, materials, teachers, media and evaluation system. Institutional development is in accordance with the type of the Pesantren, education level and management cooperation which expectation is to be able to serve students from a wide segmentation. Predominance leadership style relies on the charismatic Kyai as delegated to the Pesantren institutional unit leadership system and professional assistances. The Pesantren able to manage such transformation without sacrificing the character as a traditional pesantren well known for its special culture as an institution in which knowledge of Islam is transmitted and transferred, Islam values and tradition reservation and ulema reproduction.

Keywords: *Pesantren, Reciter, Transformation, Education Management*

Pesantren Yanbu'ul Qur'an started learning activities in 1942 in Kudus Central Java and formally became Pesantren Penghafal Al Qur'an named Yanbu'ul Qur'an in 1973 and incorporated in Arwaniyyah Foundation in 1987. Pesantren founded by KH Arwani Amin is a pioneer of educational institutions in the form of traditional pesantren that focus on memorizing the Qur'an.

Educational activities stem from the study of the Qur'an that was held in the mosque Kenepan Kudus in a non-formal. Along with the increasing number of students and changes in the situation, the methods and education system also undergo a transformation process.

Transformation means integrating, directing, generating new ideas and staying in focus with the work done to be able to provide satisfaction to customers, investors and stakeholders (Dave Ulrich, 2009: 8). Transformation is an organizational ability to make changes internally to cope with change occurs both internally and externally in order to survive and expand.

Transformation is evolutionary when the organization is in its heyday, if it is done during a job decline it is called turnaround, whereas if it is done when the condition in this state of bankruptcy is called crisis management (Muhaimin, 2012: 67).

Transformation in education takes place because the organization in the service product also naturally will experience aging, then naturally also must be able to cope with the ever changing situation. Changes occur in the mindset, organizational structure, work mechanism process, Human Resources at all levels and Organizational Culture.

A fundamental change in the world of education is the mindset of all HR components when looking at the future education paradigm. Changes in ways of thinking is important to be able to create a value in the educational organization that will eventually create a cultural change educational organization.

The most dominant factor in educational organization is human (human resources), therefore the human being involved must have high adaptability and have the ability to implement systemic changes and this can be done if the human resources are fast learner, high initiation and have the creativity.

Cause of transformation itself according to Curtis W Cook is the development of technology that accelerate and facilitate the work, economic conditions (fluctuations in interest rates, international labor rates, and government regulations), global competition, the increasingly advanced economies of Asian countries and cooperation uni Europe, social change and demographic of increased attention to environmental issues, increased educational level and inequalities of life, internal challenges and external challenges in organizations or enterprises (Suparno Eko Widodo, 2014: 278)

Resilient organizations are the only ones capable of making changes while maintaining the urgency and self-satisfaction that are diminishing over time and not just at the beginning of a major change that is the beginning of the history of the success of all organizations (John P Kotter, 2001: 64)

The change to a new way is defined as innovation (Everett M. Rogers, 1983: 12), that innovation is an idea, idea, practice or object / object that is recognized and accepted as something new by a person or group to adopt.

Education as a noble industry must also make changes in methods and systems both adaptive, innovative and radical depending on internal circumstances and external challenges that surround it. Pendidikan Pesantren, especially the focus of memorization of the Qur'an must also change if you want to survive and develop in the global era.

Memory method is an effort to maximize memory work in neo cortex hence need repetition in accessing some information. Doing repetition of an information will greatly help into long-term memory until information will last longer (Zaenul Arifin el Basyier, 2010: 28).

Based on the length of memory, the left brain is short term (short term memory), while the right brain memory is long term (long term memory). Short-term memory (immediate memory) has 7 memory capacity, 15 -20 seconds long, so adults can remember everything in a matter of 15-20 seconds. Most people who store information in short-term memory is difficult to remember for a long time.

The working of long-term information storage in memory is easier when it is associative, interconnected from the information we get. According to Allan Collin and Elizabeth F Loftus, that information is stored in the form of memory where each information is related to each other. Information outside the network will be forgotten. Some factors also affect the ability of long-term memory is: a memorable picture, the existence of the location, involving the senses, the existence of symbols, the presence of colors, imagination, number and number numbers, rhythm reading.

The educational institution as the organizer of the educational process if it wants to keep it should be focused on quality by doing: 1) continuous improvement, 2) quality assurance, 3) change of culture, 4) upside-down organization, 5) keeping close to the customer (Edward Sallis , 2010: 9-13).

Focus on quality has a sense of product privileges that provide customer satisfaction and free of deficiencies and damage (Vincent Gasperz, 2011: 8).

Strategic management measures are key to being able to focus on quality through the stages known as Deming cycles: 1) conduct consumer research and use it in planning the product (plan), 2) produce the product (do), 3) check the product to make sure it is produce in accordance with the plan (check), 4) market the product (act), 5) analyze how the product is received in the marketplace in terms of quality, cost and other criteria (analyze) (David L Goetsch, 2013: 11).

In order for the organization to be built can still lead and achieve the loyalty of the consumer must precede in bringing new things, build a superior working team, the best product, carefully managed every step, efficient in financing, build good communication with customers, creative cooperation with other institutions for development (Amy Kates, 2007 : 217).

The significance that will determine the goal of achievement in an educational organization is a leadership style that involves human resources and institutions, in this case there are several characteristics that must be had to be effective leaders such as: dominance, high energy, confidence, focus control, mental stability, integrity, intelligent, flexible and responsive / sensitive (Christopher F Achua, 2010: 33).

The success of team work in an organization is determined by three factors: leadership, good relationship with customer and efficiency (DaveUlrich, 2009: 172). The strength of leadership in both profit and non profit organization is determined by leadership style.

This study aims to find the transformation process in management education through several subfokus namely transformation in the learning system, transformation in institutional development and transformation in leadership style.

Transformation proceeds without changing the values and culture inherent in traditional pesantren as an institution that serves the function as a place of transmission and transfer of Islamic sciences, preserving Islamic tradition and reproduction of ulama.

METHODOLOGY

This research took place in 2016 by taking the object of Pesantren Yanbu'ul Qur'an under Arwaniyyah Foundation in Kudus. In order for this research to draw and explain the social situation, the event and the role of the group or the particular interaction that occurs, the researcher uses a qualitative approach and ethnography method.

Researchers interact directly with the object in order to feel and obtain valid data from the situation in the field. Participatory observation is supported by a series of data collection tools. The data collection tool used adapts to the needs of the data to be accessed, these devices range from key informant interviews, background history collection through documentation studies and review of archives in the form of accountability reports, publishing works, previous research results, and online media .

This study uses a naturalistic step in which data analysis is carried out directly in the field together with data collection. So that the implementation of research carried out alternate between data collection with data analysis. The steps taken are implementing descriptive observation, domain analysis, focused observation, analysis taxonomy, selected observations, component analysis and theme analysis (Sugiyono, 2015: 345).

The choice of realist ethnographic type is taken by the researcher to reveal the present condition by giving priority to emic's perspective, by putting forward the informant's point of view (James P Spradley, 1997: 35). The instrument of this study is the researcher himself by conducting interviews, direct observation and recording events in the field. In order to find out more in-depth research results reveal the management of education where researchers position themselves as a third party to be more clear in analyzing the existing situation by maintaining neutrality so that the quality of research becomes more objective with a sharp analysis.

The steps taken in this research are: 1) determining the topic, 2) determining the object of research 3) selecting the type of research 4) determining the data source 5) processing the research data 6) concluding the research result 7) research. While the technique of testing the validity of data, researchers do with extension of research, observational persistence, triangulation, detailed description and auditing (Lexy J Moleong, 2007: 319).

RESULTS AND DISCUSSION

To be able to know the transformation needs to explore the learning system, institutional model and leadership style in the early period with the current conditions. In the early period the focus of learning on the recitation of the Qur'an with no selection process, non-formal organizers with the domination of the single role of a Kyai with a charismatic style.

This educational institution from beginning to sekarang remain focused on memorizing the Qur'an with a learning system oriented to the quality of reading and the smoothness of Al Qur'an recitation. In order to input the incoming students have the expected competence then in the early stages carried out the selection process of prospective students who have the ability and a strong willingness to memorize. A series of capability and competence tests are conducted with various model tests tailored to the level and model of the school so that students can follow the learning process optimally.

Test ability done with the aim that students who will learn is ready to memorize without being introduced by reading the Arabic letters that symbol different from Latin. The competency test is conducted with the aim to know the talents of the students in the memorization which requires self regulation (mental maturity) and readiness to complete the 30 juz memorization, 114 letters, 6,236 verses, 77,439 words, 1,027,000 letters (Lisya Chairani, 2010: 21).

Allocation of time in the learning process to memorize at least 5.5 hours per day with the target of 1 page of Qur'an (one day one page), in one month minimum reaching 5 juz memorization and priority activities also focused on memorizing Al Qur'an so formal education as a complement to educational activities in pesantren.

Recitation method is given as a way to facilitate memorization by means of the students memorize and then checked and corrected by the teacher, then deposited in stages from the tutor teacher to the caretaker of the boarding school. Having memorized through the media mudarosan and muqoddaman they treat memorization in groups and periodic.

Progress reports are conducted daily, weekly, monthly and quarterly monthly and rote evaluation is done routinely to evaluate the overall development of the students' memorization.

The focus is built on a vision and mission that is disosilisasikan to all components of education through curriculum, methods, materials, teachers, media and evaluation system is done through the stages of tiered management from start planning, organizing, actualization to the level of controlling.

For students who meet the requirements of good reading quality and the smoothness of the whole memorize is permitted to take the test of being a memorizer of the Qur'an. Memory exams are conducted in the presence of Ustadz testers appointed by the board along with some senior students. The graduation criterion is if no mistake reads more than five times with each time one is given a chance three times to repeat until finish 30 juz in maximum 3 days.

Memory flow is made to provide assurance of quality assurance (quality assurance) by controlling the quality of reading and fluency of memorization from institute unit proceeded to the central institution. This procedure is made because the quality control range of the cottage leadership is constrained by the distance of the cottage unit and the number of students. Achievement of learning outcomes obtained by students in terms of average memorization of about 4 to 5 years is completed, but the achievement in terms of academics is also good, proven value in the final examination and achievement in extra-curricular prominent at the district level even to the national level.

Development of institutional model horizontally by adding the diversity of school models and vertically complementing the existing level. Initially pesantren only have a model of non-formal education for adulthood, now has a variety of model institutions with various levels. From MI school level, MTS until MA has been merged with pesantren memorizing under the coordination of central boarding school management.

The development of management cooperation (create alliances) is now done in order to increase the existing model of institutions but still focus on the education of Al Qur'an memorization. The development of the number of units is followed by improved centralized administrative and financial governance so that development in each unit is well coordinated and audited. Currently, Pesantren manages 9 units of pesantren cottage, 3 formal schools, one is reasonable for wustho level, 2 units of package C program, 2 branches in Batam and Kebumen and are being built new unit one in Kudus, one in Pati city. The total number of students studying is over 2000 people and is categorized as a large pesantren with 298 employees and teachers.

Traditional pesantren leadership is dominated by Kyai / Nanny as the owner and leader of the institution where all affairs really depend on the role, willingness and legitimacy of the Kyai. In the early leadership of this cottage the style of leadership is still a centralized charismatic style, but in the development of the dynamics of leadership style. The number of santri and the spread of the location of the unit institution requires that the highest leader in this case Kyai / Caregiver delegate authority of each boarding school to the unit leader in each cottage. Each cabin has a leadership organization under the leadership of the unit cottage, the leader of the unit cottage is responsible to the leadership of the central hut in this case the Caregiver / Kyai. Operational work at the central hut in management by the Yayasan board responsible to Caregivers / Kyai.

The delegation and active participation of all levels of leadership becomes the energy of the organization. Leadership styles become more distributed to all levels in accordance with their respective areas of authority and coordination and evaluation of work done in three months. Things require quick decisions are usually done by way of deliberation with the Caregiver / Head of the Center. To strengthen the management, the board also involves academic and professional staff, ie auditors to design and control the system.

With this research the researcher concludes:

First, the transformation of the learning system in pesantren takes place by staying focused on the reading quality and the smoothness of memorizing the Qur'an so that quality is maintained (quality assurance). The learning system begins the registration phase of competence and ability test, in the learning process of time and activity dominance focused on memorizing with the evaluation system of the educator until the students complete all curriculum.

Second, the transformation of development by expanding the initial segmentation of non-formal education and then developing into formal education starting age level MI, MTs, MA also diversity model of junior high school, salafiyah pesantren, fair dikdas, packet B, package C and done management cooperation alliances) with other organizations with a fixed focus on memorizing the Qur'an. Learning systems focus on memorization does not mean academic achievement is not outstanding proved much success obtained by the santri in terms of academic value acquisition and extra-curricular activities between schools from the district to the national level.

Third, the transformation of leadership style takes place from a centralized leadership style of charismatic to a rationalistic, diplomatic participative and democratic leader while maintaining the values and culture of the noble pesantren.

From the results of the study researchers can recommend several things:

First, for the policy-making institutions, especially the Ministry of Education and the Ministry of Religious Affairs, a valuable input for the model of the development of future institutions model that not only make students cognitively intelligent, but has a good character and spiritual that is needed by all nations is a character crisis.

Second, for the kiai, ulamas and leaders of pesantren, the results of this study became the inspiration for the development of religious education system, especially those based on Al Qur'an memorization. The dynamics that occur in the community must be addressed with the readiness of all cottage managers to anticipate changes so that the memorizing pesantren continue to update the learning system with all components especially teaching methodology, professionalism in boarding school management and leadership sensitive to changes in all work units boarding school.

Third, for pesantren researchers and education practitioners in pesantren Al Qur'an, a useful input for the development of institutional research of education, especially on the problem of learning systems, institutional development and leadership system in boarding schools memorizing the Qur'an, especially using a qualitative ethnography approach .

REFERENCES

- Achua, Christopher F. (2010). *Effective Leadership*. Canada: South Western.
- Amy Kates, Jay R Galbraith. (2007). *Designing Your Organization*. USA: Jossey Bass.
- Chairani, Lisyia. (2010). *Psikologi Santri Penghafal Al Qur'an*. Yogyakarta: .
- El Basyier, Zaenul Arifin, *5 Hari Asah Otak Daya Ingatmu Setajam Silet*. Yogyakarta: Diva Press, 2010.
- Gasperz, Vincent. (2011). *Total Quality Management*. Jakarta: Vinchristo.
- Goetsch, David L. (2013). *Quality Manajement for Organizational Escellence*. USA: Pearson.
- Kotter, John P. (2001). *What Leaders Really Do*. USA: A Harvard Business Review Book.
- Moleong, Lexy J. (2007). *Metodologi Penelitian Kualitatif*. Bandung; Rosdakarya.
- Muhaimin. (2012). *Manajemen Pendidikan Aplikasinya dalam Penyusunan Rencana Pengembangan Sekolah/Madrasah*, Jakarta: Kencana Prenada Media Group.
- Rogers, Everett M. (1983). *Difusion of Innovations*. New York: Free Pres.,.
- Sallis, Edward. (2010). *Total Quality Management in Education*, Yogyakarta: IRCISoD.
- Spradley, James P. (1997). *Metode Etnografi*. Yogyakarta: Tiara Wacana.
- Sugiyono. (2015). *Metode Penelitian Pendidikan*. Bandung: .
- Ulrich, Dave and Justin Allen. (2009). *HR Tranformation*. USA: RBL Institute.
- Widodo, Suparno Eko. (2014). *Manajemen Pengembangan Sumber Daya Manusia*. Jakara: Jaya Media.